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ABSTRACT

News concerning women students and staff at colleges and universities, equity in education, and nontraditional careers for women is presented. Specific topics include: sexual harassment litigation; surveys concerning sexual harassment within the university and in the federal workplace; a reverse discrimination case in which a white female applicant won a case against Florida A&M, which hired a black male who was unqualified for a teaching position; part-time employment patterns of female and male faculty; unemployment rates for women and men; child care in the workplace; a guide on sex discrimination for educational employees; a ruling that hiring salaries based on an applicant's previous earnings are biased against women; a major study of learning environment in women's colleges; women in Catholic higher education; a national program aimed at advancement of minority women; a guide on women's studies programs; and a ruling that schools cannot impose a blanket ban on coeducational contact sports. Information concerning nontraditional careers for women includes: an inventory of over 300 projects in science, mathematics, and engineering for women in the United States from 1966 to 1978; programs that high schools and colleges might sponsor to promote nontraditional careers for women; helping women enter or return to science as a career; a reentry consortium for women seeking to return to baccalaureate or postbaccalaureate programs and future employment; women in biomedical research; women in trade and technical occupations; freshmen women's attitudes concerning working women; a bibliographic update on women artists; and women and the media. An editorial on the state's role with regard to fostering educational equity is included. (SW)

Project on the Status and Education of WOMEN

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ON CAMPUS WITH WOMEN

Number 31 • Summer 1981

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SEXUAL HARASSMENT

Students Sue University of Massachusetts For Over $3 Million In Sexual Harassment Suit

In a class action suit against UNIVERSITY OF MASSACHUSETTS, BOSTON, eight women work study students are asking for "a strong university policy statement against sexual harassment and an official non-retaliatory grievance procedure for complaints of sexual harassment" together with $3.65 million in damages plus attorney fees. The women have also charged the university with violations of their civil rights under Title VII and Title IX going back as far as 1977 when sexual harassment was imposed as "a condition of their employment and education." The suit is the result of a long-standing complaint against James Hoopes, a certified sex therapist who was the Coordinator of the Health Education and Information program at the university. The complaints range from "unsolicited physical contacts of a sexual nature; sexual leers and stares; sexual intimidations; inappropriate and unsolicited descriptions of Hoopes' own sexual experiences and preferences" to requirements to "engage in nude or semi-nude massage groups, 'feel' sessions, and [discussion of] sexual topics in vulgar language which were chiefly designed to appeal to [Hoopes'] interest." Hoopes, who has been asked to resign, reports his intent to bring his own case against the complainants.

The women have also lodged a complaint of negligence against the American Association of Sex Educators, Counselors and Therapists (AASECT), a professional organization which certified Hoopes while he was working at the university. A formal complaint and request for an investigation which the women sent to the organization in July, 1979, regarding Hoopes' teaching and counseling methods met with no response, according to the plaintiffs.

Department of Education Continues In Investigation of Complaints

Prior to the new administration, the Department of Education was in the process of preparing a memorandum explaining Title IX coverage of sexual harassment of students. Although the present state of the memorandum is not clear, the Department, nonetheless, is continuing to investigate complaints and has issued letters of findings to several institutions, thus confirming that Title IX does cover sexual harassment.

Sexual Harassment Survey Printed in Student Paper

A *Sexual Harassment Survey* printed in *Student Life*, a student newspaper of WASHINGTON UNIVERSITY (MO), was conducted in the spring of 1981 to explore the nature and extent of sexual harassment at the university. The Committee Against Sexual Harassment, which had been set up to study the issue, solicited funds from a variety of campus organizations to pay for the printing of the survey as a full-page ad. Awareness of sexual harassment as an issue had been heightened among students and faculty members as a result of a panel discussion on the subject held earlier on the campus.

Some Surprises in Survey on Sexual Harassment in the Federal Workplace

Sexual Harassment in the Federal Workplace: Is It A Problem?, a report of the U.S. Merit Systems Protection Board, not only answered its own question in the affirmative but turned up some surprising as well as expected findings. Among them:

- An extremely wide range of behaviors is encompassed by the term "sexual harassment," together with an equally wide range of flagrancy and severity.
- A major surprise of the survey: not only supervisors, but even more frequently, co-workers are the initiators of sexual harassment.
- A disproportionately small number of persons may be contributing to a disporportionately large part of the problem.
- Men, much more than women, are likely to perceive the issue of sexual harassment as exaggerated. Forty-four percent of all male respondents, as compared to only 23 percent of all female respondents, saw the issue as exaggerated.
- Cost for the taxpayer is high. Sexual harassment was seen to have cost the federal government an estimated $189 million between May 1978 and May 1980.
- Very few victims of sexual harassment knew of formal remedies available to them; among those who were aware of such remedies, few had confidence in the helpfulness of such channels. Nonetheless, existent formal channels of complaint appeared to provide assistance to sexual harassment victims.
- Most effective means of stopping sexual harassment were generally found to be direct and assertive informal actions.

This final report includes the experiences of male victims not covered in preliminary findings released last fall. An annotated bibliography is also included. Single copies of the report are available free from the U.S. Merit Systems Protection Board, Office of Merit Systems Review and Studies, 1717 H St., NW, Washington, DC 20419.

(continued on page 3)

EDITORIAL

Fostering Educational Equity: A New Challenge for the States

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With the political and economic climate of the country in flux, it is an appropriate time for state governments to reevaluate their role in higher education, especially regarding the new student majority—women. Educational equity is not merely a "women's issue." It is an issue that affects all students, in all fields, on campus, in the economy, and in the society as a whole. Women students—and their parents—are increasingly aware of the need for a postsecondary education that will provide flexibility and economic security, and prepare women for the many roles they must fulfill. How are women students faring? Have we reached equity in education? What is the state's role?

Within the last two decades, women have gained entrance to more colleges and universities in the U.S. than ever before. At present, women students outnumber men students in colleges and universities nationwide, and constitute 51 percent of all undergraduates. The emergence of this new majority is due in part to the large number of women "re-entry" students who have returned to college to continue their education. From 1975 to 1978 alone the number of adult women students aged 25 to 34 rose 187 percent. Women faculty and administrators, however, have not made comparable professional gains.

Women students have achieved a notable degree of success in gaining access to higher education largely as a result of federal legislation. Major regulations include Title IX of the Education Admendments of 1972 which provides that institutions and educational programs receiving federal assistance must not discriminate on the basis of sex. While access for women students has increased dramatically, equity—fully equal treatment free from sex bias—has not yet been achieved. To promote this end, the federal government enacted the Women's Educational Equity Act (WEEA) which funds the development of materials and programs designed to foster equity at all educational levels, including higher education. However, the progress women have made is in danger of being eroded if federal regulations and categorical programs specifically designed to foster equity are weakened or abolished at the federal level. To forestall this loss, states need to make educational equity a clear and well-supported priority.

In addition to confronting the losses that may result from a weakened federal effort, women in higher education—students, faculty, and administrators alike—also face continuing problems that may now be exacerbated. In the past, for example, postsecondary education was often considered a "luxury" for women, and women often found scholarships, fellowships, and other financial aid hard to come by. Proposed changes in federal student aid formulas (coupled with cutbacks in other programs, such as CETA), may again put postsecondary education beyond the reach of many. Indeed, those most affected will be "independent students with dependents"—mainly women, 24 and older, who originally missed out on postsecondary opportunities and are now returning to school.

Despite their enrollment in record numbers over the past ten years, the majority of women have continued to major in "traditional" fields—such as education, the social sciences, and the humanities—rather than in "nontraditional" scientific, technical, and business areas. This pattern perpetuates the sex-typing of fields of study, leads to women's job ghettos in the larger economy, and deprives some disciplines of the potential contributions of half the population. To remedy this situation, institutions, government agencies and other organizations have supported programs to aid women in pursuing nontraditional majors in colleges, universities and vocational schools. However, many of these efforts, such as those funded by the Women in Science program, are now threatened by budget reductions.

Along with budget cutbacks, the consolidation of categorical programs designed to promote educational equity—such as WEEA—into block grants to states, will leave educational equity in an unguarded position unless states take a strong position. No longer will federal regulations assure that a certain portion of federal money will go toward achieving educational equity. Instead, the equity programs will have to vie with other needed programs for pieces of a much smaller pie.

Those services, programs and personnel likely to be jeopardized by funding cutbacks may well be the very ones that can most enhance equality of educational opportunity for women. These include a range of support services, such as counseling and child care; special programs for returning women; and courses or programs that incorporate women's perspectives on and contributions to the disciplines.

Inseparable from these considerations is the tenuous status of women faculty and administrators. Nationally, the increase in women students has never been reflected by an increase of women in tenured faculty or top administrative posts. The fact that women employees in academe are promoted at a snail's pace is all the more troubling because these professional women often serve as role models and counselors for female students. Numerous studies indicate that the presence of women faculty and administrators is critical in encouraging women students' aspirations, preventing attrition, and stimulating the pursuit of graduate and professional study—especially in nontraditional areas. Clearly, if the gains of recent years are to be maintained, women faculty and administrators must not be "last hired, first fired."

For Women, It's Still Lonely At The Top

Although *51 percent of all students enrolled in higher education are women,*

- *less than 5 percent of all college and university presidents are women,*
- *only 16 percent of high level educational administrators are women,*
- *only 26 percent of faculty are women.*

Given the current uncertain climate and the prospect of severe cutbacks in funding for higher education, leadership at the state level is more crucial than ever before to the attainment of educational equity. In the past, state university systems have often designed innovative programs to serve a diverse student body. Their role will be even more important now, as others may well look to them—rather than to the federal government—for guidance in implementing equitable policies. To prepare for such a role, states may wish to evaluate their current programs to determine where changes are needed. States must assure that educational equity is made an active priority. A number of suggestions for translating this commitment into such actions follow:

- Make educational equity for all students a clearly articulated policy for public institutions at all levels.
- Develop an ongoing process to evaluate information programs and outreach efforts to ensure that women are included in publicity materials and targeted in recruitment strategies.
- Evaluate all proposals for retrenchment to assure that cutbacks do not have a disparate effect on women faculty and administrators.
- Ensure that the development and teaching of courses which incorporate women's perspectives and contributions receive institutional support.
- Develop a process to evaluate scheduling options and support services at county and state postsecondary institutions to determine their adequacy for women—including returning women students, many of whom attend school on a part-time basis.
- Analyze the effect of proposed federal cutbacks on the availability of financial aid to students. Develop alternate sources of assistance to assure that no one group of students will be disproportion-

ately penalized by federal budget cuts.

- Develop policies and procedures to facilitate transfer between two-year and four-year institutions. Many women, like many minority students, begin postsecondary work at community colleges or vocational schools and find it difficult to move into four-year programs.
- Develop a process to periodically evaluate internship opportunities—including those offered by state and local governments—to determine whether they are available to women students, and whether women on campus are encouraged to apply.
- Ensure that programs to encourage women's participation in nontraditional areas remain funded, and expand them where possible. Private foundations and corporations, as well as the National Science Foundation, have often supported such programs.
- Periodically evaluate vocational education programs to determine whether they offer all students equal access to and encouragement in pursuing programs in nontraditional as well as traditional fields. Develop strategies when necessary to encourage women to expand their occupational horizons.
- Collect and evaluate data by sex and race (i.e., black women) to determine the progress of women in hiring and promotions, and their participation in all programs and activities.
- Examine minority programs to insure that they serve minority women as well as minority men.
- Ensure that career counselors in vocational and other postsecondary institutions offer guidance that is not based on sex stereotypes.
- Examine existing state policies and priorities to determine how available funds can best be used to preserve the gains and improve the status of women students, faculty and administrators.

Much still needs to be done to achieve the goals of equal opportunity in higher education. However, a strong commitment and sound planning at the state level now can make educational equity for all students a reality in the future.

—Jeanne Fisher-Thompson and Roberta M. Hall

(Fisher-Thompson and Hall are staff associates with the Project on the Status and Education of Women at the Association of American Colleges.)

(continued from page 1)

Multiple copies (GPO Stock No. 062-00-00005-8) are available at $6 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Governor Orders Development of Programs to Prevent/Eliminate Sexual Harassment

In an executive order in March 1981, Wisconsin Governor Lee Dreyfus ordered all state agencies to develop programs which would prevent and eliminate sexual harassment in state employment and delivery of state services. The order, which includes the UNIVERSITY OF WISCONSIN SYSTEM, covers students as well as employees, and specifies that training must be provided for all affirmative action officers in the identification of sexual harassment and investigation and resolution of complaints.

Project Provides a Peck of Publications

In addition to our newsletter, *On Campus With Women*, we have well over 40 publications available in topical packets. Materials are offered on a variety of concerns such as Title IX and Sports, Minority Women, Rape and Sexual Harassment, and Re-Entry Women. For a free publications price list send a self-addressed stamped envelope to: Box P, Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009.

One More Policy on Sexual Harassment

THE UNIVERSITY SYSTEM OF GEORGIA's Board of Regents authorized a policy on sexual harassment at its March meeting, adding one more to the growing list of institutions with a policy prohibiting sexual harassment against employees and students.

EMPLOYMENT

Reverse Discrimination Shown at Florida A&M University

In a suit brought under Title VII of the Civil Rights Act and under 42 U.S.C. 1981, Rhea Schwartz, a white female applicant for a teaching position at the FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY alleged that she had been rejected on the basis of her race and sex. Prior to Schwartz' interview for the position, which was advertised as a permanent tenure-earning teaching position, a black male was recommended to fill the post, despite his lack of a doctorate and/or five years of experience in the field. He also had not applied for the position as required, submitting instead a vita with numerous errors regarding his employment history. Schwartz was later told that the position was temporary, rather than permanent, as had been advertised.

Court findings showed Schwartz to have a clearly established prima facie case of discrimination. Despite superior qualifications on paper, Schwartz was turned down for the position in order for a black male, arguably unqualified for the position, to be hired. The court charged the university with failure 1) to show better qualifications on the part of the person hired than on the part of the plaintiff, and 2) to prove a nondiscriminatory motive by which Schwartz was rejected, and held that the evidence showed the stated reasons for preference of the black male (alleged superior qualifications) to be invalid and to serve as a pretext for intentional social discrimination against Schwartz. Ordering the university to hire Schwartz, the court awarded her retroactive back pay and attorney's fees as well. [Schwartz v. State of Florida, 494 F. Supp. 574, U.S. District Court, Northern District of Florida, 1980]

Myths Examined About Women As Part-Time Faculty

Part-time employment is as high a likelihood for men as for women, according to recent data. In addition, the great majority of women do not fit the stereotypical image of women part-timers. Such conclusions form part of a study on *Women as Part-Time Faculty Members*. Seen for years largely as a women's issue, due in part to the unexamined assumption that part-time academic work held more appeal for females than for males, the view of part-timers in academe is currently undergoing a shift, in which women are seen to be a minority, comprising 40 percent of the part-timers at universities, 41 percent at four-year institutions and 37 percent at two-year institutions.

The stereotypical view of women teaching part-time in order to tend to child-rearing and household responsibilities is yielding to a wider view which sees women as motivated toward part-time work, like men, for a variety of reasons. The study examines four kinds of part-timers: those wishing to work full-time but unable to find full-time positions; part-timers holding another job of 35 or more hours per week; those working part-time while caring for children or other relatives; and persons holding part-time jobs in one institution while working more than one hour but less than 35 hours per week in another position. Of those wishing full-time work, the percentage of men is considerably smaller than the percentage of women, suggesting that a greater number of women than men prefer a full-time position but are unable to find one. While over half of the men surveyed worked part-time as a sideline, this was true of only 13 percent of the women. More men than women were likely to hold one full-time and one part-time position, whereas two part-time jobs were held twice as often by men as by women. The category of those dividing work in the labor force with work in the home

was made up almost entirely of women. Only 26 percent of the women surveyed worked part-time in order to care for children or other relatives, as compared with less than half of one percent of the men.

Additional findings showed women part-timers more likely than men to be in fields with an overabundance of faculty, e.g., arts, humanities. Correspondingly few women held such positions in math, engineering, and law. Regardless of category, women's total income was substantially less than the earnings of their male counterparts.

The study, by Barbara H. Tuckman and Howard P. Tuckman of the Department of Economics at MEMPHIS STATE UNIVERSITY (TN), was based on data from the American Association of University Professors. It was published by Elsevier Scientific Publishing Co., Amsterdam, The Netherlands.

Women Less Likely Than Men To Have Flexitime

"Flexitime—a work schedule that provides individual workers with some choice over the time their workday begins and ends, without affecting their total hours of work over a given period—was less prevalent among female than male workers in May 1980. Among full-time, non-farm, wage and salary workers, 10 percent of the women compared with 13 percent of the men had this alternative available." Flexitime is often suggested as one way of helping women (and men) cope with demands of families.

The data were cited in *Employment in Perspective: Working Women*, U.S. Department of Labor's Bureau of Labor Statistics, First Quarter 1981, Report 647.

Unemployment: Higher for Women Across the Board

The 1979 unemployment rates among 1977 graduates in all science and engineering fields (physical science, math and computer science, social science, psychology, life sciences, and engineering) were higher for women than for men at both bachelor's and master's degree levels, and in almost all fields, as in previous years. Particularly high discrepancies were seen in the social sciences, with a 13.3 percent unemployment rate for women as compared with only 2.4 percent for men, life sciences, with 5.3 percent unemployment for women as compared with 1.7 percent for men, and across all science and engineering fields, with a 4.3 percent unemployment rate for women as compared with 1.7 percent for men.

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College and University Personnel Association (CUPA)
National Association of College and University Attorneys (NACUA)
National Association of Independent Colleges and Universities (NAICU)

Prices and availability of resources are current at time of publication.

Child Care in the Workplace

Two publications from the Department of Labor's Women's Bureau focus on child care services in the workplace. *Child Care Centers Sponsored by Employers and Labor Unions in the United States*, a nine-page, updated report based on a 1978 survey presents information on centers sponsored by employers or labor unions for children of employees or union members. Data characterizing sponsoring organizations and employees are given, and both benefits and problems of the child care operations are explored.

Employers and Child Care: Establishing Services Through the Workplace, a 90-page monograph developed as an aid to employers, union leaders and employee groups, gives information on employer-related child care services as well as guidelines for planning such services. Needs assessment, cost analysis, funding, program components, implementation and evaluation are addressed, and a brief reference section and appendices listing names and addresses of child care centers sponsored by industry, labor unions, government agencies, and hospitals are included. Single copies of both publications are available free from the Women's Bureau Publications Office, Department of Labor, 211 Constitution Ave., NW, Rm. 53005, Washington, DC 20210.

Guide on Sex Discrimination for Educational Employees

Sex Discrimination in Educational Employment: Legal Alternatives and Strategies, by Cynthia Stoddard, gives basic information about the law and court interpretations. It describes the responsibilities of administrators and boards in establishing nondiscriminatory policies, and explains procedures and strategies. Teachers, librarians, professors, administrators, and nonprofessional staff may find this simply written, 110-page volume helpful, with its non-legalistic descriptions. The book may be ordered at $11.95 hardback, $7.95 paperback, with $1 per order shipping and handling charge, from Learning Publications, Inc., Box 1326, Holmes Beach, FL 33509.

Report on Employment Goals of World Plan of Action

Employment Goals of the World Plan of Action: Developments and Issues in the United States is a report coordinated by the Women's Bureau of the U.S. Department of Labor for The World Conference on the United Nations Decade for Women. Describing the economic, social, and legal developments affecting employment of women in the U.S. during the first half of the U.N. Decade for Women, the paper contains 1) a report on women's economic roles and participation in the labor force; 2) an analysis of policy developments and issues pertinent to the World Plan of Action; and 3) descriptions of initiatives by voluntary groups in the United States. Appendices include a brief list of references. The 54-page report (Stock #029-002-00057-6) is available at $3.75 prepaid from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Now—A Men's Caucus

The American College Personnel Association's Men's Caucus may be one of the first men's caucuses in a professional group. The Caucus sponsored four programs at the Association's annual convention in Cincinnati in March 1981, including the second annual open session in which members of the Caucus invited colleagues to share and discuss issues facing men in the profession. Initiated at the 1980 convention in Boston, the Caucus now includes over 60 student affairs professionals, and interest appears to be growing. Particularly gratifying, reports one of the caucus conveners, was the resolution of support for the Caucus offered through the Executive Council by the Standing Committee for Women.

IN THE COURTS

Bias Against Women: Basing Hiring Salary on Former Salary

A U.S. District Court ruled that hiring salaries based on an applicant's previous earnings are biased against women because they perpetuate a societal system in which women's salaries average less than those of equally qualified males. Salary increases based on a percentage of present salary may also be discriminatory when present salaries are inequitable, according to the court. These two pay policies of the Metropolitan Atlanta Rapid Transit Authority (MARTA) were struck down by the court in response to a suit filed by a female community relations officer. Hired for one of four such positions, the officer claimed that her salary was inequitable because it was based on her salary at a previous job, and was thereby lower than that of a male counterpart whose previous salary had exceeded hers. Although she won her challenge of the corporation's pay policies, she was unable to prove that her individual salary was discriminatory, since the male employee in question had superior training and experience as well as a higher degree of responsibility. [Neeley v. *MARTA*, U.S. District Court No. GA, No. C77-270H, 11/8/79]

Correction

In the sexual harassment case, *Bundy v. Jackson*, reported in our spring issue of *On Campus With Women* #30 ("Proof of Harm Not Necessary in Sexual Harassment Case," p.6), the plaintiff was mistakenly listed as Burdy rather than Bundy. We can also add a better cite: *Bundy v. Jackson* (24 FEP Cases 1155 D.C. Cir. 1981).

Of Labor's Loss: Federal Court Dismisses Affirmative Action Rules

Labor Department rules for determining "underutilization" of minority group members in employment were declared invalid by a federal district court judge because they were not properly published for public notice and comment. According to the guidelines, which interpret Executive Order 11246 requiring affirmative action in hiring women and minorities by all federal contractors, employers are obliged to declare underutilization or underrepresentation whenever the proportion of women or minority employees is not the same in the work force as it is in the labor pool. Once such declaration has been made, it is mandatory for the employer to outline affirmative action plans.

Firestone Tire Co. had claimed that anything less than a five percent difference between the worker and labor pool populations was statistically insignificant, and refused to declare underutilization below this point. As the Executive Order is limited to employers of 50 or more, Firestone also maintained that it should not be required to draft hiring goals and timetables for job groups with under 50 employees. Firestone won its appeal to the Federal District Court for Eastern Texas, which dismissed the current mathematical method of determining underutilization, but left intact Labor regulations requiring employers to determine underrepresentation of minorities and women and to take affirmative action. The court also held that the guidelines, which extend beyond the regulations they purport to interpret, should have been circulated for public comment and possible revision. The court ruled that, because Labor had never considered public comments, the guidelines held no authority.

Remoteness in Time Not Suitable Basis for Dismissal of Salary Study as Evidence

The U.S. Court of Appeals at San Francisco ruled that a study showing sex-related salary discrepancies should have been admitted as evidence in a pay bias suit despite its remoteness in time from the situation at issue. The plaintiff in the case, a female employee, charged sex discrimination, claiming that she had been paid at a lower rate than males doing the same work. She had resigned from her job 22 months before the study was conducted. Despite this time lapse, the court, in partial reversal of an earlier order dismissing pay bias claims, ruled that the study should not have been dismissed, as it was relevant to the issue of whether the claimant's earlier salary was adversely affected by her sex. [Heagney v. *University of Washington*, 25 EPD 31,685]

Scholarship for Women Only: Not Unconstitutional

In an issue involving the question of whether the trustees of the UNIVERSITY OF DELAWARE could administer a charitable trust providing a scholarship for females only without violating the Constitution, a Delaware court gave an affirmative ruling. Established under the terms of a will, the trust originally provided a scholarship at the university for a white female graduate of a specific school. The racially discriminatory terms had earlier been eliminated, and the trustees now sought to remove the limitation of gender.

The court referred to earlier cases in which the Supreme Court has upheld situations where sex discrimination, although existent, was "benign" and designed to recompense for past discrimination. "Recent Supreme Court decisions lead one to the conclusion that when governmental action directly addresses discrimination and serves to remedy it, disparate treatment of the sexes, at least as an interim measure, will be upheld as constitutional [citations omitted]." [*Univ. of Delaware Trustees v. Gebelein*, 420 A.2d 1191, Court of Chancery of Delaware, New Castle County, 1980] (Title IX, which allows certain single sex scholarships set up by wills or trusts, was apparently not at issue in this case.)

ON THE CAMPUS

Immunization in Rhode Island: Violating Title IX?

Rules jointly promulgated by the Rhode Island State Departments of Health and Education last year required all women age 15-35 enrolling in a college or university within the state to show evidence of immunization to rubella. Thirty women freshmen at the UNIVERSITY OF RHODE ISLAND refused compliance, and were threatened by the university with expulsion—a threat which the university withdrew following protest by the American Civil Liberties Union (ACLU). ACLU's administrative appeal to the state Departments of Health and Education, which argued that the sex-discriminatory regulation violated Title IX, was turned down on the basis that the goal of immunization was not to prevent transmission of rubella but rather to provide individual protection, thus obviating the need to immunize adult males. ACLU argued that, if the basis for the rule is prevention of a pregnant woman's contracting rubella, which could have a damaging effect on the fetus, males should also be subject to the immunization requirement, since they can transmit the disease as well as women. The regulation for Title IX specifically prohibits applying rules based on a student's "potential parental status" which treats students differently on the basis of sex. The ACLU, which earlier considered appeal to the U.S. Department of Education, may litigate the issue if they have a plaintiff.

Major Study of Learning Environment in Women's Colleges

Results of a study by the Women's College Coalition in Washington suggest that women's colleges may be far more transformed by their central commitment to women than had previously been supposed. Derived from two separate surveys, one of women's college presidents and the other of full-time teaching faculty, the study outlined a number of key findings:

- Women's college presidents and their faculties clearly interpret

the mission of their colleges as an equity mission—and, when asked to describe that mission, tend to cite such educational goals as providing a supportive atmosphere for women, encouraging women to take leadership roles, developing self-confidence and self-respect in women, and fighting stereotypes.

- Women are present in significant proportions throughout the power, reward, and prestige systems of women's colleges—accounting, for example, for 61 percent of undergraduate faculty, 51 percent of tenured faculty, 48 percent of board members, 71 percent of all presidents, and more than 50 percent of all distinguished lecturers, honorary degree recipients, and commencement speakers over the last five years in those colleges responding to the survey.
- Presidents are virtually unanimous in perceiving the responsibility of women's colleges to recognize the contributions and concerns of women in the college curriculum, and have, in recent years, presided over major curricular changes aimed both at meeting women's expanding professional aspirations and recognizing women's full contributions to and perspectives on intellectual life.
- Women's college faculty, of both sexes, are significantly involved in activities directed toward the full curricular recognition of women—such that, for example, 84 percent of responding faculty report adding material to their course syllabi over the past year to recognize the contributions and concerns of women, and 78 percent report discussing with colleagues and students the representation of women in materials related to their disciplines.
- Women's college faculty, of both sexes, attach significant personal value to "feminist" teaching goals—such that more than 65 percent of all men and women faculty in the survey indicate it to be an essential or very important goal of their teaching to develop ambition and assertiveness in women students, and to counteract the traditional role expectations of women.

A summary of highlights from the study is available at $2.50 prepaid from the Women's College Coalition, 1725 K St., NW, Suite 1003, Washington, DC 20006. A 180-page bound printout of survey findings is also available at $15 from the same address.

Pressure From Conservative Women's Group Prompts Resignation of Woman Dean

The dean of students at the Fayetteville campus of the UNIVERSITY OF ARKANSAS resigned recently, citing considerable pressure from conservative women, including members of a group named F.L.A.G. (for Family, Life, America, God). The women protested the fact that a campus women's organization sanctioned by the Fayetteville campus student union included lesbians in its membership, and accepted abortion as an option for women faced with unwanted pregnancies.

Women Students Say Discrimination is Most Prevalent Problem on Campus

Results are now available from the Women's Leadership Network's Student Needs Survey, which canvassed women on campus as to current campus services and programs for women students, as well as technical and informational assistance most needed to render campuses more responsive to the needs of women students. Respondents, chiefly white female students under 25 from four-year institutions, listed information on legal issues, women's services, sexual harassment and academic issues as most needed. Broad-based overt and subtle discrimination was seen as the most prevalent problem faced by women students on campus. A copy of the survey results may be obtained by sending $1 to the National Student Educational Fund, WLN Survey Results, 2000 P St., NW, Suite 305, Washington, DC 20036.

Students Urged to Fight Sex Bias

Students need to press for parity in the treatment of men and women on college and university campuses. So says *Entitled to IX, A College Student's Guide to Organizing for Equality*, a report written by the National Student Educational Fund and financed by a U.S. Department of Education grant under the Women's Educational Equity Act Program. The report summarizes Title IX, provides a checklist for enforcement and describes various organizing strategies and tactics. A bibliography and other resources are also included. The 105-page report is available at $5.50 plus $1.10 postage and handling for schools and individuals who are members of the United States Student Association; cost for non-members is $6.50 plus $1.30 postage and handling. Checks should be sent to the National Student Educational Fund, 2000 P St., NW, Suite 305, Washington, DC 20036.

Sexist Remark of the Quarter Award

"The only thing worse than being with a group of women is being with a group of pregnant women." This quote, from an English instructor at SEATTLE CENTRAL COMMUNITY COLLEGE, won the dubious honor of being given the Spring 1980 "Sexist Remark of the Quarter Award" from the school's *Women's Forum Quarterly*. The award, featured in each issue of the quarterly, marks an effort by the publishers to increase awareness about sexism in the classroom.

A Settlement Fit For A King

The UNIVERSITY OF MICHIGAN's homecoming king and queen received differential treatment by the university. So claimed the king, Timothy Lee, who was not sent to the Ohio State game in Columbus or to the Rose Bowl, to which Sherry King, the homecoming queen, had been given free trips. Lee charged the university with sex discrimination. University officials had claimed that his exclusion from the events was due to previous misconduct on campus (Lee spat at a dorm director in an argument over the hanging of student government campaign posters). Lee reached an out-of-court settlement with the university who awarded him the cost of a trip to the Rose Bowl.

Women in Catholic Higher Education

Several seminars held this spring focused on women in Catholic higher education. Twenty women holding executive posts in Catholic colleges and universities discussed issues in higher education and roles for women administrators in Catholic higher education with ten college/university presidents and association executives last March. The meeting was under the direction of the American Council on Education's Office of Women Affairs. These seminars for Sister-Trustees were also held in Philadelphia, Chicago, and Omaha by the Neylan Conference of the Association of Catholic Colleges and Universities, with the co-sponsorship of the Association of Governing Boards of Universities and Colleges and the Leadership Conference of Women Religious.

Guide for Re-entry Women at Western Michigan University

Because over 28 percent of students enrolled at WESTERN MICHIGAN UNIVERSITY last fall were over 25 years old, and faced with concerns, interests and problems differing from those of the traditional 18-22 year old college population, the school's Center for Women's Services published a guide for nontraditional students entitled "Back in School Again." The guide, an update of an earlier preparation entitled "Take-Off," provides information on a wide range of topics, including campus child care facilities, registration and admission procedures, on-campus parking, as well as other programs and services. Copies of the guide which may serve as a model for other schools, are available free from: The Center for Women's Services, A331 Ellsworth Hall, Western Michigan University, Kalamazoo, MI 49008.

MINORITY WOMEN

National Program Aimed at Advancement of Minority Women

Providing a means for minority women administrators to be identified to one another as well as to powerful allies who can help them in their

quest for equality of opportunity, and involving minority women—black, Hispanic, Asian/Pacific and American Indian—more fully in the ongoing National Identification Program are the chief goals of the Focus on Minority Women's Advancement (FMWA). The program is under the direction of the American Council on Education's (ACE) Office of Women in Higher Education whose National Identification Program works to increase the number of women administrators in general.

FMWA objectives include: continued identification of minority women administrators and encouragement of their involvement in all aspects of ACE's National Identification Program; establishment of an effective network of minority women administrators and continued promotion of their inclusion in ongoing networks; formation of an advisory committee of minority women, mainly from the Washington area, to counsel FMWA on its policies and programs; and cooperation with ACE's newly created Office of Minority Concerns on matters of mutual interest. For further information contact FMWA, Office of Women in Higher Education, ACE, One Dupont Circle, NW, Washington, DC 20036.

New Directory of Third World Women Scholars

Selected publications, research interests and institutional affiliations of over 200 women scholars may be found in the *Directory of Third World Women Scholars in the Modern Languages*. Edited by Barbara Smith and Erlene Stetson, the directory can be ordered at $3 from the Modern Language Association Office, 62 Fifth Ave., New York, NY 10011.

Chicano Contacts in Higher Ed Listed

Compiled by the Office of Chicano Affairs at STANFORD UNIVERSITY (CA), the *National List of Chicano Contacts in Higher Education* lists both male and female faculty, administrators and staff by state and institution. Although it does not list women separately, many are included. Single copies of the 86-page publication are available at $3 prepaid from the Stanford Center for Chicano Research, Stanford University, P.O. Box 9341, Stanford, CA 94305. Checks should be made payable to Chicano Publications.

Tributes to Black Women

The Black Collegian: The National Magazine of Black College Students has published a special issue on black women, including articles about SPELMAN COLLEGE (GA), women of Zimbabwe, black womanhood and tributes to individual black women. Copies of the special April/May 1981 issue are available at $3 from *The Black Collegian*, 1240 South Broad St., New Orleans, LA 70125.

Conference for American Indian Women

"Indian Women at the Crossroads: Identifying Guideposts" was the theme of a regional conference for American Indian women leaders held April 3-5, 1981 at NORTHEASTERN STATE UNIVERSITY (OK). Further information on the conference, at which 16 states and 29 tribes were represented, may be obtained by writing OHOYO Resource Center, 2301 Midwestern Pkwy., Suite 214, Wichita Falls, TX 76308.

WOMEN'S STUDIES

Women's Studies Programs Available

The National Women's Studies Association has published a 1980 *List of Women's Studies Programs* which provides essential information on programs at over 300 colleges and universities in the U.S. and Canada. Most programs are interdisciplinary, with some offering internships. Included are those offering minors, certificates and various baccalaureate and graduate degrees. For a free copy, send a self-addressed, stamped envelope with request to National Women's Studies Association, University of Maryland, College Park, MD 20742 or to Women's Studies Quarterly, Box 334, Old Westbury, NY 11568.

Feminist Studies: What's In a Name?

At STANFORD UNIVERSITY (CA), students this fall will be able not only to design their own major in feminist studies but also to receive a bachelor's degree with that title. Among the over 300 institutions of higher learning offering courses and/or degrees in women's studies, "Stanford is the only university, so far as we know, using the word 'feminist' " to describe majors and degrees, notes the National Women's Studies Association. Several faculty members are now putting the final touches on courses which lead to an individually designed degree in feminist studies.

Women's Studies/Women's Work

At ANTIOCH COLLEGE (OH), a concentration in women's studies includes co-op jobs in settings oriented to women's issues. The *Women's Studies Resource Kit* describes the college's concentration in women's studies, delineating courses and co-op jobs, with notes on library use and suggestions for papers on women's studies topics. For further information, contact Ann Simon, Women's Studies Coordinator, Antioch College, Yellow Springs, OH 45387.

Offering the Best in Women's Literature and Music

Designed to offer the best in women's literature and music to interested individuals and professors planning curriculum for Women's Studies Programs, The Feminist Book Club charges a one-time $5 membership fee, which covers the cost of *The Feminist Book Review*, published 13 times a year and offering current listings of women's literature and music. Checks should be sent to The Feminist Book Club, P.O. Box 33, Hawthorne, CA 90250.

WOMEN IN SPORTS

Appeals Court Okays Coed Contact Sports in Some Cases

A federal appellate court has ruled that schools cannot impose a blanket ban on coed contact sports. The Ohio High School Athletic Association's prohibition of coed contact competition under any circumstances was struck down as violating Title IX of the 1972 Education Amendments by the Sixth U.S. Circuit Court of Appeals, which also remanded the case to a federal district court to determine the state's liability for damages. (*Yellow Springs v. Ohio High School Athletic Association*, 4/28/81) Cautioning that its opinion should not be seen as requiring coeducational sports or barring single-sex sports, the court refused to rule on the constitutionality of Title IX's rule on contact sports. The judges also overturned a lower court's finding of unconstitutionality in the case first brought by the Yellow Springs Exempted Village School District of Greene County, Ohio. The district had argued that, boys and girls in its middle school (grades 7 and 8) were of comparable athletic ability. While the school had allowed two girls to try out for the boy's basketball team, the state's athletic association refused them permission to compete in tournaments, even though they had made the team. The athletic association claimed its regulations to be a strict interpretation of Title IX, which, it argued, prohibited any coed contact sports. (Title IX does not, in fact, bar coed contact competition, but simply states that schools do not have to allow it.) "In the case before the court, in which the girls were physically able to play as equals, in which the girls' team had no opportunity for equal competition for lack of girls' teams at other schools, coeducational teams can further

Back Issues of *On Campus With Women* Offered for Sale

A selected group of 20 back issues of the Project's newsletter, *On Campus With Women*, published between 1973 and 1980, is now available while supplies last in a specially designed packet at $15. (Unfortunately, not all issues are available.) The newsletter, over the years, has addressed a variety of topics of concern to women in higher education, and may be of interest to historians, researchers and librarians.

the goal of Title IX. At other schools or at other levels where there are greater average physical differences between sexes, this same goal may be better achieved with separate teams," said the opinion.

Keeping Score: Major Court Case Summary on Women and Sports

In the Running, published by the Women's Equity Action League (WEAL) Educational and Legal Defense Fund, included in its March 1981 issue an article entitled "Women and Sports: A Summary of Major Court Cases." (*In the Running* is part of WEAL's *Sprint* project which provides a national clearinghouse of information on sex equity in sports.) The list gives name and citation, date, court and judge, the issue and its nature, ruling and statute, and notes of interest for each case. Although most cases involve sports at the high school level, the issues are similar or identical to those faced by colleges and universities. The list is available free from *In the Running*, 805 15th St., NW, Suite 822, Washington, DC 20005.

Women's Sports Foundation's Toll-Free Sportsline Becomes Available Nationwide

The Women's Sports Foundation's toll-free SPORTSLINE is now available nationally except in Hawaii and Alaska. The SPORTSLINE provides all interested individuals, researchers, editors, media representatives, athletes, coaches and journalists resource information, contacts and referrals on all areas of women's sports. The SPORTSLINE does not, however, provide results of women's sports events.

The toll-free number for California callers is 800-652-1455. The national number is 800-227-3988.

The Women's Sports Foundation, established in 1974, works to promote women and girls' involvement in sports and towards providing greater opportunity for women at every level of sport.

RESOURCES

Guide to Special Opportunities for Women

The Directory of Special Opportunities for Women, a national guide of educational opportunities, career information, networks and peer counseling assistance for entry or re-entry into the work force, includes over 1,000 listings of national, state, county, city and private organizations, associations, programs and agencies where women can find educational and career opportunities. The four sections of the guide include 1) an alphabetical listing of close to 200 national organizations, associations, programs and government agencies; 2) a listing by state of women's centers, women's studies programs, women's resource agencies, city, county or state commissions on the status of women, local YWCA programs, private companies, individual counselors, and government (city, county and state) agencies; 3) a state listing of women's colleges and universities; and 4) a section on resources, including over 100 listings of books, brochures/pamphlets, newsletters/news bulletins, magazines/journals, newspapers, publishing companies, foundations/grants, and networking for women in the areas of educational and career opportunities. Copies of the 190-page book, edited by Martha Merrill Doss, may be ordered at $18 prepaid ($19 if billed) from the Garrett Park Press, Garrett Park, MD 20766.

Guide to Understanding Sex Discrimination

Toward Equity: Effective Title IX Strategies, K—Postsecondary is a comprehensive handbook which examines sex equity in education and provides systematic strategies, techniques, action steps, evaluation procedures and resources to aid schools in complying with and moving beyond the spirit of Title IX. Addressing the specific concerns of administrators, community members, counselors, instructional personnel, media specialists, physical education staff, and students, the guide also provides an extensive list of organizations, agencies, and other resources committed to promoting educational equity. The 316-page volume can be ordered at $8.50 from The Women's Educational Equity Act Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160.

Manual on Women and Leadership in Higher Education

Design for Equity: Women and Leadership in Higher Education is a collection of readings exploring women's long struggle for equity in education. Presenting background information on the status of women in leadership positions, the 161-page report also gives an overview of legislation aimed at providing more opportunities for women, and suggests steps that can be taken by administrators to initiate change in higher education. Articles include the dilemma of black women in higher education, survival dynamics for women in educational administration, and the status of women in higher education. Although a few articles are somewhat dated, college and university faculty and women pursuing careers in higher education should find the specific activities, abstracts from workshops, and selected bibliography useful in promoting equity within educational leadership positions. Copies are available at $5.75 prepaid from The Women's Educational Equity Act Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160.

National Women's Mailing List

The National Women's Mailing List, a non-profit project of the Women's Information Exchange, is a computerized data bank designed to facilitate communication, outreach, networking, and resource-sharing among women on both regional and national levels in order to support women's activities nationwide through the use of computer technology. Women's groups can request mailing labels sorted according to the geography, demography and interest areas pertinent to their mailing. Individual women across the country can register to receive mail in selected interest areas, including women's culture, sports, legal/political issues, health, education, violence against women, work, and women of color. Registration is free although donations of $3.50 for costs are welcome. To register, or for further information, write The Women's Information Exchange, 1195 Valencia St., San Francisco, CA 94110.

Internships Across the Board

1981 Internships: 15,000 On-the-Job Training Opportunities for All Types of Careers is a compilation of articles helpful in selecting the right internship program, including tips on application, with sample resume, cover letter and follow-up , advice from former interns, employer expectations, briefing on inexpensive housing, and information for foreign applicants for U.S. internships. Internships are listed by category (law, environment, health, etc.); among them are a number of public interest groups, including several women's organizations. Index, geographical cross-index, and brief bibliography are included. The 302-page book, available at most bookstores, can also be ordered at $7.95 plus $1.75 postage and handling ($9. 20 prepaid) from Writer's Digest Books, 9933 Alliance Rd., Cincinnati, OH 45242.

WEECN Publications: Sorry, No More

Those who have received publications from the Women's Educational Equity Communications Network (WEECN) are undoubtedly aware of the network's status as a project of the Women's Educational Equity Act (WEEA) Program, funded under a three-year contract to Far West Laboratory for Educational Research and Development. That contract expired on September 30, 1980, at which point all WEECN operations ceased. While the WEEA Program office distributed WEECN publications free of charge to all who requested them following the contract expiration date, the remaining supply of WEECN publications has now been depleted, and current budget restraints make it impossible for the WEEA Program to reprint them. The Program regrets that it is unable to send recently requested materials, and will return checks, etc. for those orders which cannot be filled.

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NONTRADITIONAL CAREERS

The Project gratefully acknowledges the support of the INTERNATIONAL PAPER COMPANY FOUNDATION for making this section on "non-traditional careers" possible.

Looking for Ideas on Programs in Science, Math and Engineering for Women?

Programs in Science, Mathematics and Engineering for Women in the United States: 1966-1978 is an inventory of over 300 projects designed to increase the numbers and status of women in science, engineering, and mathematics training and careers. Program categories include elementary school, junior high and middle schools, college (including National Science Foundation-funded career workshops), graduate school and re-entry women, and faculty-employee development. An extensive (over 50-pages) bibliography on women in science, engineering and mathematics; listings of women scientists, engineers, and mathematicians; and committees on or for women in scientific, engineering, and mathematical associations are included, together with indices according to state, discipline, funding source, and sponsor. Single copies of the 292-page volume are available free from the Project on Women in Science, American Association for the Advancement of Science, 1776 Massachusetts Ave., NW, Washington, DC 20036.

Programs Which High Schools and Colleges Might Sponsor: Needed Boosts Toward Nontraditional Careers

An increasing number of workshops, seminars, conferences and other programs are being offered across the country to encourage women, from those in high school to those holding advanced degrees, to explore the increasing number of career options available to them, particularly in the science and engineering fields. A sampling of these follows. Varying in scope and in target group, they may serve as models to stimulate similar projects in other institutions.

At a conference held at the UNIVERSITY OF WISCONSIN AT MADISON in April 1981, high school women interested in exploring careers in science and engineering had a chance to hear women engineers, scientists, medical researchers, botanists and mathematicians discuss their fields and the importance of taking science and math courses in high school. The conference, titled "Expanding Your Horizons: Nontraditional Careers for Women," included workshops on a variety of career options, as well as a special session for parents who attended. For further information on the program, which was sponsored by the UW-Madison chapters of Graduate Women in Science and the Society of Women Engineers, together with the Wisconsin Academy of Sciences, Arts and Letters, contact the Wisconsin Academy of Sciences, Arts and Letters, 1922 University Ave., Madison, WI 53704.

The UNIVERSITY OF MINNESOTA's Women's Network in Science and Technology (WNST) project, now in its second phase, is aimed at encouraging women to enter and remain in science. Although the first part of the project, a two-day conference in November 1980, was aimed primarily at post-baccalaureate women, the second phase, a series of four one-day regional workshops, is designed for women undergraduates. The workshops, scheduled for fall 1981, will focus on science careers for women, science and social responsibility, and juggling personal and professional lives. In the third phase of the two- year project, undergraduates interested in spending time with a working scientist will be matched with professionals who have volunteered to participate in the program. The final phase of the project will involve the compilation of a regional directory of women in science. For further information on the project, which is funded by the National Science Foundation (NSF), contact Anne Truax, Director, Minnesota Women's Center, 306 Walter Library, 117 Pleasant St., SE, Minneapolis, MN 55455.

Another NSF-funded project is the Science Career Workshop sponsored by the Women in Science Committee of the New York Academy of Sciences. Held at the Academy in New York in January 1981, the workshop focused on areas promising job opportunities, including industrial chemistry, industrial physics, information sciences, environmental sciences, industrial psychology, cell biology and biomedical sciences. A "mentor" system, developed as a follow-up to the workshop, offers long-range guidance and support to the participants, whose average age is 33, with half the group holding bachelor's degrees, a few holding master's degrees. For additional information, contact Ann Collins, Public Relations Director, New York Academy of Sciences, 2 E. 63rd St., New York, NY 10021.

Another Science Career Workshop, held in June 1981 at WESTERN MICHIGAN UNIVERSITY under the direction of the school's Center for Women's Services, was aimed at undergraduate women majoring in science and engineering, and at women already holding degrees in those fields who wished to change careers, upgrade present jobs, or re-enter the job market. Designed to help women alleviate the detrimental effects of career breaks, the NSF-funded program helped participants to develop individual plans based on information gathered at the meeting, utilizing resource people and follow-up materials, forming support groups, etc. Extensive follow-up is planned involving such resources as a lecture series on computer science careers, counseling offered through the Center, and a newsletter featuring science careers. A conference on Women in Science, with representatives from other universities in the state, is planned for November 1981. Particularly designed for program planners and administrators, the open conference will report on the workshop and follow-up, and work toward identifying the best ways to affect the problem of the low status of women in science, as well as identifying regional resources and local funding sources for others wishing to establish similar projects. Further information on the workshop and conference is available from Allene Dietrich, Director, Center for Women's Services, Western Michigan University, Kalamazoo, MI 49008.

An additional program funded by NSF, together with the Fund for the Improvement of Postsecondary Education (FIPSE), involves three universities: POLYTECHNIC INSTITUTE OF NEW YORK, UNIVERSITY OF DAYTON (OH) and CALIFORNIA STATE UNIVERSITY AT NORTHRIDGE. The institutions were chosen to share their expertise in women's re-entry programs in a nationwide program for women wishing to pursue science careers. Aimed at women with bachelor's degrees who are either unemployed or underemployed in relation to their abilities or aspirations as scientists, the program will disseminate a science re-entry project model to over 100 colleges, helping them to organize and implement their own such projects. Further information may be obtained from the project director, Bernard Bulkin, Dean of Arts and Sciences, Polytechnic Institute of New York, 333 Jay St., Brooklyn, NY 11201.

Helping Women Enter or Return to Science as a Career

Two volumes on women's re-entry programs are now available. *Proceedings from the Conference on Reentry Women Scientists*, edited by Alma Lantz, Doann Houghton-Alico and Vickie L. Eaton, is a 179-page report covering existing re-entry programs as well as information on how to initiate re-entry programs for women in science. Also included are sections on legislation, and a variety of articles about women in science. *Planning for Reentry Programs: Information from*

the Projects, (approximately 70 pages) edited by Alma Lantz and Sara Moore, is a handbook for planning for and designing a re-entry project as well as support services, obtaining funding, and project evaluation. The numerous appendices give background on the National Science Foundation's Women in Science Program (evaluation for which served as basis for the present handbook), and offer examples of project curriculum, objectives and components, lists of associated organizations and an extensive annotated bibliography. The volumes may be ordered at $7.50 and $6 respectively from the Women's Reentry Consortium, Polytechnic Institute of New York, Box 83, 333 Jay St., Brooklyn, NY 11201.

Women's Reentry Consortium

The Women's Reentry Consortium, designed for women seeking re-entry programs at the baccalaureate or post-baccalaureate level, is building a network of institutions with re-entry programs, together with program participants, alumni, and companies which employ program graduates. The type of re-entry programs included in the Consortium are those which encompass a complete spectrum of services to re-entry students, including recruitment, counseling and scholarships; educational programs which are, at least in part, specially designed for re-entry students; articulation with regular degree programs; internships; job placement and relocation assistance.

Focusing on areas in which women are most underrepresented and where jobs exist (e.g., chemistry, computer science, engineering and management), the Consortium operates from three regional locations with headquarters in New York, Ohio and California. The Consortium also offered Reentry Incentive Awards, mini-grants given during the summer of 1981 to provide educational institutions with small amounts of money to plan or publicize new programs, print brochures, place newspaper ads, etc. In addition, the Consortium publishes a quarterly newsletter *Reentry*, which invites input from program administrators, participants, alumni and other interested parties. Correspondence and inquiries should be addressed to Eden Graber, Women's Reentry Consortium, Box 83, 333 Jay St., Brooklyn, NY 11201. Subscription to *Reentry* is free upon request to the above address.

Report on Women in Biomedical Research

Women in Biomedical Research, a National Institutes of Health (NIH) report addressing current issues on the participation of women in biomedical research, contains recommendations for NIH to help increase the proportion of women in this area. Developed under the Coordinating Committee for NIH Minority and Women Research and Training, the report also includes a section on issues of special concern to universities, such as re-entry into research, nontenure-track positions, part-time employment, and minority women and the double bind. The background materials and analyses contained in the report are drawn largely from papers developed in connection with a one-day conference on "Women in Biomedical Research" held at NIH in May 1978. Copies of the report may be obtained from the Special Programs Office, Office of Extramural Research and Training, Office of the Director, National Institutes of Health, Bethesda, MD 20205.

Radcliffe Is Helping Women Consider Nontraditional Careers

RADCLIFFE COLLEGE's (MA) ongoing commitment to facilitate women's participation in science and math is reflected in a pilot seminar focusing on sex-role stereotyping in those subject areas held for Boston elementary and secondary teachers last fall. Other related activities at Radcliffe include: a longitudinal study of factors influencing choice of concentration among women undergraduates who have demonstrated ability in math and science, conducted by the Office of Institutional Policy Research; the Fae Golden Kass lecture, an annual presentation by a woman scientist co-sponsored by the Harvard Medical School; "Choices for Science," a symposium held at the Bunting Institute in April 1980; and the Institute's Science Scholars Fellowship Program, which provides financial support to nine science scholars working at major research universities and research groups in the Boston area. In addition, a series of three panel presentations sponsored by Radcliffe Career Services in November and December 1980 focused on the question, "Can women with liberal arts backgrounds find jobs in high technology?" Topics addressed were careers in sales and marketing in high technology, technical careers, and careers in the area of human resources.

Support Group For Nontraditional Students Funded In Georgia

Funds for a support group to help students and faculty in nontraditional areas of education have been granted to DeKalb Area Vocational Technical School of the DEKALB COMMUNITY COLLEGE (GA), one of 21 Georgia schools funded to develop projects for sex equity in vocational education. Because nontraditional students and instructors often face obstacles with little or no support in overcoming them, the DeKalb project has set as its primary objectives the provision of special services for this group, including the organization of a club through which such services may be offered; the planning and implementation of an orientation session for entering nontraditional students as well as planning and implementation of an outreach program to increase community awareness of nontraditional job opportunities. For further information, contact Iris Criscoe, Coordinator of Job Placement and Follow-up DeKalb Area Vocational Technical School, DeKalb Community College, Clarkston, GA 30021.

Women—In a "Man's World?"

Three flyers by the National Association of Trade and Technical Schools may help women choose careers in trade and technical fields. "What's a Nice Girl Like You Doing in a Man's World?" describes vocational school training and requirements. "How to Choose a Career ... and a Career School" gives tips on career hunting and questions to ask in shopping for a career school. "College Plus: Put Your Degree to Work with Trade and Technical Skills" gives information on rounding out academic credentials with intensive short-term trade or technical courses in growth careers. Listing over 40 vocational skills together with the time required to learn them, the brochures, as well as additional information on careers and over 400 schools, are available free from the National Association of Trade and Technical Schools, Department CP, 2021 K St., NW, Washington, DC 20006.

Also aimed at increasing the number of women in skilled and technical occupations is the non-profit organization, Women's Enterprises of Boston. It maintains the Service Center for Women; Project ACT (Access to Careers in Technology), designed for women considering a shift to a technical career; consultation and program development; skill training programs and publications. For further information, contact Women's Enterprise of Boston, 793 Boylston St., Boston, MA 02116.

Freshman Attitudes Shift Concerning Working Women

Traditionally male fields such as law and engineering are now the career choices of over one in four freshman women, according to the annual survey of American freshmen directed by Alexander W. Astin. Autumn 1980 saw 27.2 percent of freshman women planning careers in law, business, medicine and engineering, an increase of over 400 percent since the survey's inception in 1966, and a rise of 1.3 percent from 1979's all-time high. This contrasts with an increase of only .8 percent over the 14-year span in men pursuing careers in the same four fields.

Student attitudes toward women's roles had also shifted, with more men and women than ever before (93.3 percent) supporting the idea that "women should receive the same salary and opportunities for advancement as men in comparable positions." While 47.8 percent of the students surveyed in 1970 agreed with the traditional view that "the activities of married women are best confined to the home and family," only 26.6 percent of this year's freshmen (19 percent of women students, 34.7 percent of men) supported the view. Over half the students (38.9 percent of women and 69.6 percent of men) felt that women should be subject to the draft.

The survey is available at $7.50 from the Cooperative Institutional Research Program, Graduate School of Education, University of California at Los Angeles, Los Angeles, CA 90024.

Slide Program on Career Planning Available

A 30-minute slide show by the Women Geoscientists Committee of the American Geological Institute, *Career Planning Program* includes slides plus a text on career possibilities in academic institutions, government, and industry. Directed primarily to upper-level undergraduate and graduate women students, the program may be borrowed by writing to Sandra Clark, U.S. Geological Survey, National Center, MS 954, Reston, VA 22092.

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Update on Women Artists

The Fall 1980 issue of Women's Caucus for Art (WCA) Newsletter gives a bibliographic update on women artists. Contents include resources for research and teaching, survey books on women artists, women's art periodicals, book reviews, films and video data bank, women artists' slide sets and registries, together with a general bibliography on books, articles, exhibition catalogues and dissertations relating to women. The issue may be obtained by sending $2 to WCA National Headquarters, 731 44th Ave., San Francisco, CA 94021. Checks should be made out to WCA National Headquarters.

Newsletter on Women in Libraries

Women in Libraries is published five times yearly from September to June. Subscriptions are $4 for individuals and $6 for institutions (prepaid) and $8 for institutions (invoiced). Checks should be made payable to *Women in Libraries* and sent to Michele Leber, 4927 Gadsen Dr., Fairfax, VA 22032.

Women's Media: Pressing Forward

To aid networking and increase communication among women nationally and internationally, the Women's Institute for Freedom of the Press issued the *1981 Index Directory of Women's Media*. Now in its seventh year of publication, the *Directory* lists over 700 women's groups (periodicals, presses, film, video, music, multi-media, art, etc.) and about 500 media and media-concerned women. Entries include addresses, phone numbers, contact people and descriptions written by the groups or individuals themselves. Also included is the annual annotated *Index of Media Report to Women*, the monthly newsletter on the extent and progress of women's media nationally and internationally.

The *Index Directory* may be ordered at $8 from the Women's Institute for Freedom of the Press, 3306 Ross Place, NW, Washington, DC 20008.

Women Over Forty: Challenging Myths

Women Over Forty: Visions and Realities, challenges myths about the older woman in America by presenting research on the extension of a woman's development into mature adulthood and old age. The 157-page volume indexed by Marilyn Block, Janice Davidson, and Jean Grambs, gives a demographic profile of older women in America, and explores such areas as images of older women, menopause and sexuality, mental health and related issues, life situations, family relations, employment and retirement, and ethnic and racial variations in older women. Suggested research issues in these areas and an extensive bibliography are included as well. The book may be ordered at $11.95 softcover, $19.95 hardcover from Springer Publishing Co., 200 Park Ave. South, New York, NY 10003.

AROUND THE WORLD

Research on Women and Sex Roles Available in International Periodical

"In Building the New Country, We are Creating the New Woman" is the title of the March 1981 volume of *Resources for Feminist Research*, an interdisciplinary, international periodical of research on women and sex roles. The issue discusses women in Latin America, particularly in Chile, El Salvador, Nicaragua, and Latin American women in exile, and includes a brief list of resources. The quarterly publication also offers abstracts of international research, book reviews, bibliographies, conference reports, innovative women's studies syllabi, and a comprehensive periodical and resource guide. Areas of concern include social sciences and history, education and women's studies, health and the sciences, humanities, literature and the arts. Articles are generally in English, with some French; an occasional book review appears in the original language (e.g., Swedish). Copies of the issue are available at the individual rate of $15 for Canadians, $18 for those outside of Canada from: Resources for Feminist Research, Department of Sociology, Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S IV6. Cost to all institutions is $25.

PSEW's Publications List Available in Bulk

The Project's publications list will be available in bulk after September 1, 1981 for conferences, meetings, seminars, etc. There will be a small charge for postage and handling. Those wishing bulk copies should write to the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009. Include a brief description of the proposed use, the number needed, and the date(s) of the meeting.

Women and the Media

Two recent international publications turn the spotlight on women and the media. The *International Women's Tribune Centre* (IWTC) *Newsletter* for first quarter 1981 covers issues, projects, and resources relevant to women and the media. The 32-page newsletter also includes United Nations news on women and lists IWTC publications. Copies are available at $.35 prepaid from the International Women's Tribune Centre, 305 E. 46th St., New York, NY 10017.

ISIS International Bulletin 18 gives somewhat broader coverage to the subject, including an exploration of cultural differences and similarities in *Women and the Media World*, a discussion on women organizing in media, and a list of international resources on women and media. (The quarterly bulletin disseminates theoretical and practical information, including resource listings, reports and notices, to facilitate the exchange of information on what is happening in the women's movement in other countries.) Copies are available to individuals and women's groups at $3.50 surface mail, $5 airmail; and to institutions at $6.50 surface, $8 airmail. Send check or money order (U.S. currency) to ISIS in Switzerland, Case Postale 301, CH-1227 Carouge, Switzerland.

UN Publications on Women

Women: An International Perspective gives brief annotated listings of recent United Nations publications in four areas: women and the labor force, women in developing countries, women and the family, and references. Included are such offerings as the new edition of UNESCO's *Study Abroad*, as well as several listings each on women and the media, rural women, and contraception and family planning. Copies are available free from the Promotions Department, UNIPUB, 345 Park Ave., So., New York, NY 10010.

WOMEN'S EDUCATIONAL EQUITY ACT SAVED!

As a result of hard work by women's organizations and many individual women (and men) across the country, the Women's Educational Equity Act (WEEA) survived Congressional and administration attempts to gut it. WEAL (Women's Equity Action League) and PEER (Project on Equal Education Rights) played a major role in saving WEEA. Originally scheduled to be incorporated into block grants to the states—where it would have had little chance of funding—WEEA was reinstated by the conference committee working out differences between the House and Senate versions of the budget Act. The authorization level, however, was lowered from $80 million to $6 million. (The actual amount originally appropriated for fiscal 1981 was $10 million, which was later reduced to $8.1 million.) The survival of the Act also allows the continuation of the National Advisory Council on Women's Educational Programs.

Lend A Hand, Become A Project Associate*

When the Project began in 1971, we mailed publications to barely a thousand people. Today our mailings go to 17,000 key persons in higher education. We answer about 600 inquiries each week. We have published more than 100 original papers on all aspects of women's participation in education—from affirmative action to the prevention of rape on campus. The Project also plays another role—we speak out for both women and institutions against bureaucratic doubletalk and delay. We prod the federal bureaucracy to produce regulations which are not onerous or disruptive.

Just as our outreach has grown, so has the financial burden outgrown our sources of funding. We need your participation to continue our free services. This guaranteed readership assures the broadest possible impact on the thinking of people in higher education, including those who are still lukewarm to the issues of women.

We ask you to join in our work by becoming an Associate of the Project. Your contribution of $15, $25, $50, $100 or more will help bridge the gap between law and substantive change. The Association of American Colleges is a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code.

Checks should be made payable to **Association of American Colleges**.

*The Project extends special thanks to all who have contributed to our efforts thus far.

YES. I want to help women achieve true equality in higher education. I want to become an Associate of the Project. I enclose my contribution of: ☐ $15 ☐ $25 ☐ $50 ☐ $100 ☐ Other $ _____

ON THE MOVE? WISH TO RECEIVE OUR MATERIALS?

Did you know that the Post Office does not forward third class mail? When your address changes OCWW cannot follow unless you give us notice. If you have moved recently, or wish to be on the Project's mailing list, please fill out this form carefully, and check the appropriate box. Don't forget to include the information relating to your organizational affiliations and/or special interests relating to women in education. For example, it would be helpful to us to know that you are not only an academic dean but also the campus Title IX coordinator and an active member of the League of Women Voters.

Finally, please let us know how you use our materials and how we can better meet your needs.

Name _____

Title _____ Institutional Affiliation _____

Address _____ City _____ State _____ Zip _____

Area Code _____ Telephone _____

Other Affiliations, Activities, and/or Special Interests re Women in Education _____

Check if this is: ☐ an address change or correction
Or if: ☐ new addition not currently on Project mailing list

Comments _____